Tri Hita Karana Based Learning Videos on Social Science Lesson Content

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A B S T R A K

Kurangnya penggunaan media pembelajaran yang membuat pembelajaran yang membosankan dan kurangnya kesadaran siswa terhadap permasalahan sekitar baik dengan sesama maupun lingkungan. Penelitian ini bertujuan menciptakan media video pembelajaran berbasis Tri Hita Karana dengan menguji kelayakan, kepraktisan dan keefektifan media digunakan dalam meningkatkan hasil belajar siswa. Jenis penelitian ini adalah Research and Development dengan model ADDIE. Adapun subjek dari penelitian ini yaitu 3 orang ahli yaitu ahli media, ahli desain pembelajaran dan ahli muatan pembelajaran untuk menilai kelayakan media, 1 orang guru, dan 27 orang siswa kelasV Sekolah Dasar yang terlibat pada uji kepraktisan dan uji efektifitas. Desain uji coba yang digunakan dalam penelitian ini yaitu desain pre-tes dan post test. Metode pengumpulan data yang digunakan yaitu kuesioner, observasi dan tes. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif. Hasil penelitian menunjukan bahwa indeks kelayakan oleh ahli media, uji materi sangat baik serta ahli desain pembelajaran pada kategori baik. Hasil uji kepraktisan perorangan, uji kelompok kecil dan uji respons siswa yang dapat dikategorikan sangat baik. Hasil uji hipotesis pada media video pembelajaran dinyatakan efektif meningkatkan hasil belajar siswa kelas V SD. Simpulan dari penelitian ini, media yang dikembangkan layak, praktis dan efektif meningkatkan hasil belajar siswa pada muatan pembelajaran IPS.

A B S T R A C T

Lack of learning media makes learning boring, and students lack awareness of problems surrounding each other and the environment. This research aims to create Tri Hita Karana-based learning video media by testing the feasibility, practicality, and effectiveness of the media used to improve student learning outcomes. This type of research is Research and Development with the ADDIE model. The subjects of this research were 3 experts, namely media experts, learning design experts and learning content experts to assess the suitability of the media, 1 teacher, and 27 grade V elementary school students involved in the practicality test and effectiveness test. The trial design used in this research is a pre-test and post-test design. The data collection methods used were questionnaires, observations and tests. The data analysis technique used is quantitative descriptive analysis. The research results show that the feasibility index for media experts and material testing is very good, and learning design experts are in a good category. The results of individual practicality tests, small group tests and student response tests are very good. The results of hypothesis testing on learning video media were declared effective in improving the learning outcomes of fifth-grade elementary school students. This research concludes that the media developed is feasible, practical and effective in improving student learning outcomes in social studies learning content.

1. INTRODUCTION

Education can be said to be the most important pillar in the progress of human life. When discussing education, the role of education is very clear in its importance in everyday life (Yayan Alpian et al., 2019; Zahara Konita, 2021). Apart from being seen as a means to prepare the young generation for the future, education is also designed for life that is currently underway at the stage of development towards maturity and the quality of an individual. Education is very important for a nation and state because education is a source or transition process towards something better (Sya et al., 2022). The best education currently

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implemented is education that is balanced with character and moral education (Nurlindah et al., 2020; Wulandari et al., 2020). Currently, education in elementary schools is carried out offline, where the teaching and learning process is carried out like the teaching and learning process before the COVID-19 pandemic which is adjusted to the current curriculum (Aliyyah, 2023; Rahman, 2021). In order to improve the quality of education, an effort is needed through good learning activities. Good learning activities can be seen from the enthusiasm and participation of students in participating in learning and student learning outcomes (Najm Al Inu et al., 2023). Learning outcomes are abilities or skills that students can achieve after going through learning activities that have been designed and implemented by teachers in a particular school and class. Student learning outcomes are determined by the learning process provided by the teacher (Gabriela, 2021; Mulyawati et al., 2019). In this case, teachers are expected to be able to present a creative, effective and innovative learning process by collaborating on various aspects of learning implementation such as the use of learning media (Najm Al Inu et al., 2023; Rejeki et al., 2020). To help the teaching and learning process, attract interest in learning, and instill human value in children, of course we need a media that is able to provide these three things in a product (Audie, 2019; Miftah, 2013).

The choice of learning media needs to be adjusted to the characteristics of students, the type of material and the availability of facilities at school. If you choose the wrong learning media, it will have an impact on students' understanding (Setiono & Rami, 2017).Learning media is anything that can be used to convey a message or material to the recipient so that it can stimulate students' thoughts, feelings, attention and interest which will later lead to the process of achieving teaching and learning (Pratiwi & Meilani, 2018). In this era, technological development is very rapid, this development can certainly help the world of education if it can be utilized properly. Apart from that, Science and Technology (IPTEK) in this world also requires humans to develop and run parallel to the development of science and technology (Irfandi et al., 2018; Yalvema Miaz et al., 2019). In this era, education is designed to shape humans according to educational goals that have been regulated and determined by the government (Princess, 2018). At the elementary school education level, especially in social studies subjects, education and the teaching and learning process are designed to prepare students as citizens who have the knowledge, skills, attitudes and good norms that apply (Wulandari et al., 2020). The educational process certainly has its own goals, where the goal of the process is to solve personal or social problems and also participate in becoming a good citizen (Sapriya, 2014).

However, in reality, from the results of interviews conducted with several teachers at SDN 4 Belok, it was said that there were several obstacles to the teaching and learning process, where in the teaching and learning process currently there is still little use of learning media in the teaching and learning process. Apart from that, the teaching and learning process carried out at SDN 4 Belok has never used learning media in the form of videos. From the results of observations that have been made, it can be seen that in social studies learning, many students are less enthusiastic about participating in learning, this is of course influenced by the way of teaching and the completeness of the existing learning media. This certainly has an impact on student learning outcomes. In the 2021/2022 academic year at SDN 4 Belok, the minimum completion criteria used is 78. In that academic year, to be precise, in the first semester, there were 17 class V students. Of the 17 students, there were 6 students who got social studies scores below the completion criteria, in other words, if presented, there were 35% of class V students who got scores below the completion criteria. Meanwhile, in the second semester, out of 17 class V students, 11 students got scores below the completeness criteria or it can be represented that 58% of class V students got scores below the minimum completeness criteria. From these two data, it can be concluded that there has been a decline in the learning outcomes of class V students, where in the first semester there were only 35% of class V students who got a score below the minimum completeness criteria, while in the second semester there were 58% of class V students who got a score below the minimum completeness criteria. . On the other hand, there are still many students at SDN 4 Belok who lack discipline in protecting the environment, this can be proven by the presence of plastic waste in the garden, classroom and canteen areas. The results of observations around also show that problems are still encountered among students related to tolerance and problems among students.

The solution to overcome the phenomena that have been encountered at SDN 4 Belok, the surrounding environment, and the internet is that it is very necessary to have learning that is fun and also provides moral values related to everyday life. In this case, the researcher intends to develop a social studies learning video that is combined with the Tri Hita Karana concept which is considered to be able to have a positive impact on the teaching and learning process, behavior, discipline and also student morals. Learning videos are media that present audio and visuals containing learning messages that contain concepts, principles, procedures, theories, application of knowledge to help understand learning material (Setyawati et al., 2022; Wahyudi & Agung, 2021). Video is audible (audio visual) learning material that can be used to convey messages/lesson material (Nonthamand, 2020; Parlindungan et al., 2020). Hearing elements

(audio) and visual/video elements (visible) can be presented simultaneously. With media in the form of learning videos, it will enable students to understand the material effectively because it is conveyed through images and sounds that emphasize the material presented (Diantari & Gede Agung, 2021; Didik Prawira Putra et al., 2021). Meanwhile, conceptually, THK is a harmonious and balanced relationship or life between devotion/belief in God Almighty, devoting oneself to fellow humans (social) and loving the natural environment based on the concept of yadnya (Adnyana & Widiastuti, 2021; Suryawan et al., 2022). So by inserting the Tri Hita Karana concept into the development of this video, it is hoped that students will be able to take the impacts that occur in everyday life related to Tri Hita Karana (Yunita & Tristiantari, 2019; Putu et al., 2021).

Previous research findings stated that the Tri Hita Karana-based learning video media developed was very suitable for use (Wahyudi & Agung, 2021). Learning video media containing social studies material is suitable for use in learning (Setyawati et al., 2022). The advantage of learning video media is that it can streamline time, space and messages in the learning material so that students can communicate the learning material delivered by educators quickly (Lestari & Suantika, 2021; Pel et al., 2023). With audio-visual videos, it will enable students to understand the material more effectively, because the material is listened to not only by looking at it but also accompanied by an explanation in the form of sound (Novita, Lina, 2019; Safitri et al., 2023). The novelty of the media that will be developed compared to previous research is based on Tri Hita Karana which is a local cultural concept related to human relationships with humans, human relationships with God and human relationships with the environment which is closely related to social studies material and daily life which is directly will help shape student character (NPSR Dewi et al., 2021; Hartayani & Wulandari, 2022). Delivery of learning using learning videos will help students understand the material well to achieve maximum learning outcomes (Wahyudi & Agung, 2021). The aim of this research is to create Tri Hita Karana based learning video on social studies lesson content for Class V Semester II SDN 4 Belok. It is hoped that the existence of this video media can be a solution to the problems found and improve the quality of student learning.

2. METHOD

The development of Tri Hita Karana-Based Learning Videos for Social Sciences Lesson Content for Class V Semester II at SDN 4 Belok uses the ADDIE model. The ADDIE model is a development model consisting of the Analysis, Design, Development, Implementation and Evaluation stages (Setiawan et al., 2021).This model can be used as a guide in developing effective, dynamic learning and supporting learning itself. The stages of this model are continuous in determining and creating appropriate learning media. The advantage of the ADDIE development model is that evaluation is carried out at each stage to improve product quality at the final stage of this model (Artha & Putra, 2021; Kurniawan et al., 2018). The subjects of this research were 3 experts, namely media experts, learning design experts and learning content experts to assess the suitability of the media, 1 teacher, and 27 grade IV elementary school students who were involved in the practicality test and effectiveness test. The trial design used in this research is a pre-test and post-test design. The data collection methods used were questionnaires, observations and tests. A questionnaire is a data collection technique by distributing a question that has been planned to suit the purpose of the survey which is created to obtain information from someone regarding the research being conducted (Dollah et al., 2021; Syarifuddin et al., 2021). The observation method is a method of collecting data by directly observing an object or subject matter. Meanwhile, tests are tools used to measure some performance and to collect data. The instruments used in this development research are closed-ended questionnaires in the form of rating scales and multiple choice tests. The grid of instruments used can be seen in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Media Expert Instrument Grid

No.	Aspect		Indicators	No Instrument	Amount Item
1	Product design, learning video development	a.	Text	1, 2, 3	10
		b.	Picture	4, 5, 6	
		c.	Audio & Video	7, 8, 9, 10	
2	The absorption capacity of the media and the purpose of the message conveyed	a.	Clarity of delivery of material to students	11, 12, 13	8
		b.	Clarity of the main material/outline of the material based on student needs	14, 15, 16, 17, 18	
			Amount		**18**

Table 2. Learning Design Expert Instrument Grid

No	Aspect	Indicators	No Instrument	Amount Item
1	Suitability of material with learning videos	a. Instructions for use and suitability of the material with the learning videos being developed	1, 2, 3, 4, 5	5
2	Absorption of media messages and objectives	a. Clarity of delivery of objectives b. Clarity of main material and learning steps based on content analysis	6, 7, 8 9, 10, 11	6
3	Evaluation	a. Suitability of questions to learning objectives	12, 13, 14	3
		Amount		**14**

Table 3. Learning Content Expert Instrument Grid

No	Aspect	Indicators	No Instrument	Amount Item
1	Material Suitability	a. Curriculum Suitability b. Suitability of material content c. Suitability of learning objectives and steps	1, 2, 3 4, 5, 6, 7 8, 9, 10	10
2	Evaluation	a. Suitability and balance of tests with learning material	11, 12, 13, 14	4
		Amount		**14**

Table 4. Practicality Test Instrument Grid

No	Aspect	Indicators	No Instrument	Amount Item
1	Media Design	a. Display learning videos b. Attraction of students	1, 2, 3, 4, 5, 6 7, 8, 9	9
2	Material	a. Competency Objectives b. Introduction c. Learning process	10, 11, 12 13, 14 15, 16, 17	8
3	Evaluation	a. Clarity of question instructions and suitability of question portions to the material b. The questions are appropriate to the material	18, 19, 20, 21 22, 23, 24	7
		Amount		**24**

Table 5. Multiple Choice Test Instrument Grid

No	Material	Question Indicator	Question Form	Cognitive Level	Question Number	Number of Questions
1	National Events of the Colonial Period	a. Analyze the events of the arrival of western nations	Multiple choice	C4	1,2,3	3
		b. Choose the reasons that form the background of western nations		C4	4,5,6,7	4
		c. Determine the impact of colonialism		C3	8	1
		d. Analyze events and policies during the British and Dutch colonial rule		C4	13,14	2
		e. Determine the roles of the characters		C3	19, 20, 21, 22, 23	5

No	Material	Question Indicator	Question Form	Cognitive Level	Question Number	Number of Questions
		surrounding the colonial events				
2	Tri Hita Karana	a. Determine the parts of Tri Hita Karana	Multiple choice	C3	9	1
		b. Analyzing the parts of Tri Hita Karana		C4	10,11,12	3
		c. Analyze the application of parts of the Tri Hita Karana to everyday life		C4	15, 16, 17, 18	4
		d. Analyzing attitudes that reflect the application of Tri Hita Karana		C4	24, 25	2
		e. Differentiate the parts of Tri Hita Karana		C4	26, 27, 28	3
		f. Assess the role of Tri Hita Karana in everyday life		C5	29, 30	2
		Amount				**30**

The data analysis technique used in this research is quantitative descriptive analysis. Quantitative descriptive analysis is used to process data that can be measured or calculated directly in the form of numbers or numbers based on the validity results of experts, individual and small group trials. Next, it is analyzed using a conversion level of achievement on a scale of five to determine the percentage of product feasibility.

3. RESULT AND DISCUSSION

Result

This research was conducted to develop *Tri Hita Karana* Based Learning Video on Class V Social Sciences Lesson Content Semester II SDN 4 Belok. This research uses the ADDIE development model through five stages, namely analysis, design, development, implementation and evaluation. This analysis stage is a process carried out before developing the video to determine the needs for research into the development of *Tri Hita Karana*-based learning videos for social studies content for class V semester II at SDN 4 Belok which includes learning needs analysis, media analysis and material analysis. Based on the results of the analysis carried out, it was found that there was a decrease in student enthusiasm during the teaching and learning process due to the monotonous learning process and minimal use of learning media. From the observations carried out at this stage, the solution offered is to develop media in the form of learning videos based on *Tri Hita Karana*. The material developed in the video is theme 7 subthemes 1 learning 1-3 which specifically addresses the social studies subject section which is then combined with *Tri Hita Karana*. The results of the curriculum analysis will be developed in the form of videos for relevant topics that have been selected based on the curriculum presentation contained in student books and teacher books on theme 7 in class V elementary school. The learning outcomes are that participants are expected to be able to understand important events that occurred during the colonial period and recognize and understand *Tri Hita Karana* and examples of its application in everyday life. The learning objectives are to identify events surrounding the colonial period, identify *Tri Hita Karana* and examples of its application in life, and present the results of identification regarding colonial period events and *Tri Hita Karana*.

The design stage begins with creating a flowchart with the aim of making it easier to understand the process or work flow of developing *Tri Hita Karana*-based learning videos on the social studies content for class V semester II at SDN 4 Belok. The following is a diagram of a media development flowchart. The next design stage is to create a storyboard or storyboard from the media. At this stage, there is a *Tri Hita Karana*-based learning video for social studies lesson content for class V semester II at SDN 4 Belok which has been created using video making applications such as VN, Capcut, and other applications. The design and appearance of the video are the main things that must be considered to attract interest in learning videos. Especially the choice of colours, images, supporting videos and also the writing used. The applications used to make videos are VN, Capcut, and several other supporting applications. The selection of images and videos used in learning videos is adjusted to the material discussed and also adjusted to the

applicable curriculum. RPP or Learning Implementation Plan is useful for organizing the learning process with videos that will be used through learning steps to make it more systematic and focused.

The development stage is carried out by realizing the storyboard that has been created and guided. At the development stage, the media created has the colour, shape, appearance and function designed in the previous stage. After the media has been created, it will then be guided before being tested with experts. Several examples of media displays that have been created can be seen in Figure 1.
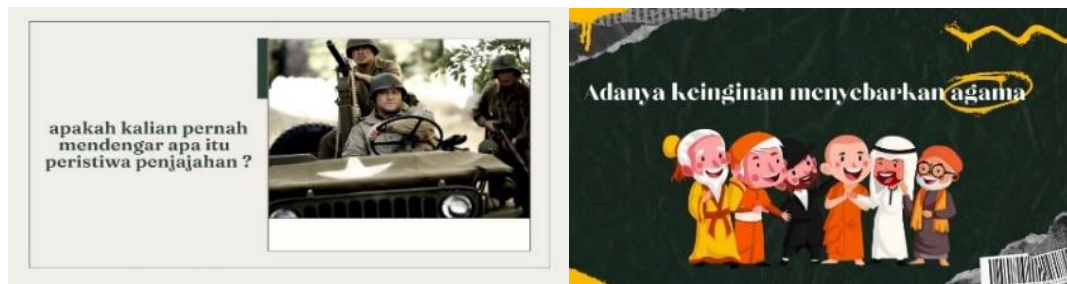

Figure 1. Several Examples of Displays on Media

The media that has been completed is then tested for its suitability for use in the learning process. This media feasibility test involves 3 experts, namely, media experts, learning design experts and learning content experts. After obtaining assessments from the three experts, the feasibility test data were analyzed to obtain a feasibility index and media suitability qualifications. The results of the feasibility analysis can be seen in Table 6.

Table 6. Media Feasibility Test Results

Expert	Score	%	Note
Media	52	92.86%	Very high
Learning Content	69	95.83%	Very high
Learning Design	48	85.71%	Tall

Based on the expert test results, it shows that media experts obtained results of 92.86% in the very high category. The results of the expert test on learning content were 95.83% in the very high category. The design test results showed results of 85.71% in the high category. This shows that the media is suitable for use. After being declared suitable for use in the learning process, the learning video media is tested for its practicality in the learning process. Implementation of the practicality test of this development research involves students as practitioners who use media. The results of the media practicality test are then analyzed to determine the practicality of the media being developed. Data analysis was carried out by calculating the percentage of scores obtained through assessment sheets by experts. A summary of the practicality test results can be seen in Table 7 and Table 8.

Table 7. Summary of Individual Test Results

Practitioner	Score	Percentage	Average Percentage	Category
Student I	89	92.7%		
Student II	90	93.7%	92.7%	Very good
Student III	88	91.7%		

Table 8. Summary of Small Group Test Results

Practitioner	Score	Percentage	Average Percentage	Category
Student I	89	92.7%		
Student II	90	93.7%		
Student III	88	91.7%		
Student IV	90	93.7%		
Student V	89	92.7%	92.47%	Very good
Student VI	89	92.7%		
Students VII	86	89.5%		
Students VIII	89	92.7%		
Students IX	89	92.7%		

Based on practicality tests the media developed showed individual test results of 92.7% and small group tests showed results of 92.47%. The practicality test results show that it is in the Very Good category. Overall, the *Tri Hita Karana*-based learning video contains social studies material on theme 7, sub-theme 1 combined with *Tri Hita Karana* for class V elementary school, which is suitable and valid for use in the learning process.

Discussion

This research produces a learning video based on *Tri Hita Karana* containing social studies material on theme 7 sub-theme 1 which is combined with *Tri Hita Karana* for class V elementary school. The purpose of creating learning videos is to support cognitive knowledge to find meaningful learning experiences (Kuncoro & Hidayati, 2021; Ou et al., 2019; Ponza et al., 2018). The material in this learning video is learning about how colonialism occurred, the factors that caused colonialism, the parts of *Tri Hita Karana* and its application to life. All material is packaged tightly in the video according to the achievements and objectives. Students can learn in a relaxed manner because the teaching and learning process is focused on watching videos. Having a very calm process will certainly make students happy in the teaching and learning process, this pleasure will certainly influence student learning outcomes. The existence of learning videos will of course not only have an impact on students, but will also have an impact on teachers, where with learning videos teachers will find it easier to provide material to students (Setyawati et al., 2022; Wahyudi & Agung, 2021). On the other hand, with learning videos, students or teachers can repeat the material if there are some parts that are not clear or not understood by the students (Didik Prawira Putra et al., 2021; Hadiwinata & Wibawa, 2021). Learning using animated videos can involve the senses of sight and hearing so that learning is in line with students' cognitive development because students will more easily acquire knowledge through images and sounds (Parlindungan et al., 2020; Roza, 2020; Sukarini et al., 2021). Through moving images, colours and an interesting story line, it is hoped that it can attract students' attention in following the lesson. This interest creates better motivation in students so that students will carry out learning seriously (Aini et al., 2023; Didik Prawira Putra et al., 2021; Puspita & Raida, 2021).

Learning activities with learning videos were developed using a cooperative model of learning in groups. Learning activities are student-centered so that students can play an active role in the learning process (Setyawati et al., 2022). The development of learning media based on cooperative learning teaches and educates students to learn independently and collaborate in their study groups. The teacher provides general directions about a subject matter. Students specifically identify the material according to the student's thoughts and responses to problems that occur around him through social studies subjects (Larasati et al., 2021). As a manager in a class, teachers use assistance to be able to design a more enjoyable learning atmosphere or create optimal learning conditions to increase student interest and motivation to learn (Rosyidah, 2016). Video is a tool that can support teachers to maximize the learning process and provide an enjoyable learning experience (Diantari & Gede Agung, 2021). *Tri Hita Karana* based learning video on social studies content can be used in various learning models. Good for supporting independent learning and cooperative learning (Larasati et al., 2021; Noetel et al., 2021; Rahmawati & Ramadan, 2021). This is because videos have a flexible nature where videos can be used with teacher assistance or without teacher assistance. Apart from that, learning videos are also very easy to repeat if there is material that is not yet understood. It can be concluded from the results of the learning design expert's assessment that the *Tri Hita Karana* based learning videos developed are suitable for implementation with students (Setyawati et al., 2022; Suryawan et al., 2022).

Tri Hita Karana-based learning videos are made using various settings adapted to the material of colonial events and *Tri Hita Karana* (Adnyana & Widiastuti, 2021; Wahyudi & Agung, 2021). Apart from that, in the video there are lots of pictures and videos that match the material being discussed. The choice of background, images and videos aims to make students interested in watching the video and also make it easier for students to understand material about colonialism and *Tri Hita Karana* (Hartayani & Wulandari, 2022; Karmini et al., 2021; Suputra & Sujana, 2021). Apart from that, it is based on *Tri Hita Karana* which is a concept that is embedded among the people in Bali which describes harmony by maintaining human relationships with God, with fellow humans and also the environment. Indirectly, the embedded concepts will make it easier for students to understand social studies material which is closely related to social life (DGDP Dewi & Surat, 2022; NPSR Dewi et al., 2021). This finding is reinforced by previous research findings stating that video learning media is suitable for use in learning and student learning outcomes taught using cooperative learning-based learning media are more effective (Larasati et al., 2021; Prawira, 2021). Based on research that has been conducted, the use of *Tri Hita Karana*-based learning videos that have been developed during classroom learning has a positive impact. The research implications of developing *Tri Hita Karana*-based learning videos for social studies content are that *Tri Hita Karana*-based learning videos are

able to make the learning process more student-centered and fun. So that in the learning process, students become more active and able to interact socially with their friends.

4. CONCLUSION

The *Tri Hita Karana* learning video media which contains social studies material has gone through a feasibility test or validation from experts, namely media, learning content and design experts and obtained results at high to very high qualifications. This media is said to be practical because it gets practical value from students through individual and small group trials with very good qualifying scores. Video media is effective because it can improve the learning outcomes of fifth grade students at SD Negeri 4 Belok on social studies material after using the media. So, *Tri Hita Karana*-based learning video media which contains social studies material can improve the quality of learning for fifth grade elementary school students. This research can provide variation and motivation for teachers to develop creativity in learning tools, such as media through various components so that they are more varied to create a more enjoyable learning atmosphere. Empirically, this *Tri Hita Karana*-based learning video has very good quality according to expert assessment, especially in social studies content. Very good qualifications and good at testing and observing the implementation of learning involving students and teachers.

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